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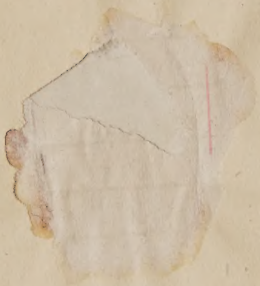

# TWO LECTURES:

I.

## History of the Introduction

OF

## STATE NORMAL SCHOOLS IN AMERICA.

II.

## A Prospective System

OF

## NATIONAL EDUCATION FOR THE UNITED STATES.

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BY CHARLES BROOKS,

OF MEDFORD, MASSACHUSETTS.

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# HISTORY

OF THE

## MISSIONARY AGENCY, IN MASSACHUSETTS, OF THE STATE NORMAL SCHOOLS OF PRUSSIA,

IN 1835, '36, '37, AND '38.

*Read at the "Quarter-Centennial Normal-School Celebration," in Framingham, Mass July* 1, 1864.

# HISTORY.

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Mr. President, — I am called to a position which I have tried to avoid. For more than a quarter of a century, I have kept profound silence concerning my connection with the introduction of the present system of State Normal Schools in New England, and should have kept silence to the end, had not this noble, patriotic, and Christian celebration induced some friends to tempt me to break that silence; averring it injustice to withhold the facts.

It happens that I alone possess all the historical documents; and I have used them in writing a history of 168 pages concerning the public movements in 1835–8, not for publication, but as a legacy to my children. I have carefully preserved in one large quarto volume all the manuscript documentary evidence, and in a folio all the printed evidence, of the facts I have stated; carefully noting dates and places.

Now, can you imagine any thing more ridiculous and contradictory than for a *living* man to stand up here, and read his *posthumous* histories? Has God opened a seam in the dark cloud of the grave, that he may send one ray of light to increase the full-orbed joy of this sacred occasion? I proposed to your committee of arrangements to have my excellent friend, the Hon. Henry Barnard of Hartford, who has done more for general education than any man on this continent, or your accomplished "historian," the Rev. Mr. Stearns, state the facts I should furnish; but the answer was in these words: "It would seem better that we should have the statements directly from yourself, and *not* through another as the medium of communication." So I submitted; and, without angling any longer for sympathy, I must say, that to the Prussian system of State Normal Schools belongs the distinctive glory of this day. To prove this, I must trace its history in New England.

The Prussian system is my client; and I shall submit my case, too briefly, to this intelligent and impartial jury.

At a literary *soirée* in London, August, 1834, I met Dr. H. Julius of Hamburg, then on his way to the United States; having been sent by the king of Prussia to learn the condition of our schools, hospitals, prisons, and other public institutions. He asked to be my room-mate on board ship. I was too happy to accede to that request. A passage of forty-one days from Liverpool to New York gave me time to ask all manner of questions concerning the noble, philosophical, and practical system of Prussian elementary education. He explained it like a sound scholar and a pious Christian. If you will allow the phrase, I fell in love with the Prussian system; and it seemed to possess me like a missionary angel. I gave myself to it; and, in the Gulf Stream, I resolved to *do* something about *State* Normal Schools. This was its birth in me; and I baptized it my Seaborn School.

After this, I looked upon each child as a being who could complain of me before God, if I refused to provide for him a better education, after what I had learned.

When the doctor came to visit me at Hingham, I told him I had been studying the Prussian system for six months, and that I felt called of God to try and introduce it into my native State. He rose from his seat, seized my hands, after the Hamburg custom, and said, "My friend, you are right; and I will help you all I can." He consented to give an account of the Prussian system before the Committee on Education, in our legislature. His delineations were clear and judicious, but so brief as led to no action.

I opened communication with M. Victor Cousin, the first scholar in Paris, with whom I had become acquainted in 1833. He approved most heartily of my plans, and sent me his histories of the Prussian, Hollandaise, and Bavarian systems of education, and especially Normal Schools. I sent him boxes of our school-books; and his letters for two or three years were my comfort and strength. I am sorry to say, the rapacious autograph-hunters honestly stole some of them. I published translations of them in our newspapers, and sent them to every town in Plymouth County.

I studied his books thoroughly; and, though I preferred the Holland system of governmental supervision, I concluded to take the Prussian system of State Normal Schools as my model and guide, and began my public lectures on the whole system in 1835. It was in a sermon to my people in Hingham. They did not ask a copy for publication. I had hoped they would, because, in that sermon, I had made this statement: "The whole Prussian system is built on these eight words,—AS IS THE TEACHER, SO IS THE SCHOOL, and therefore we *must* have seminaries for the preparation of teachers, and I hope the first one will

be in Plymouth County. From what I have learned, it is now my opinion that the Prussian system is to make a *new era in the public elementary education of the United States.*" I felt this strongly in 1835. It seemed to me there were grave objections to *private* Normal Schools, though taught by such distinguished men as Hon. James G. Carter, and the principal of the Andover Academy. Massachusetts needed associated *State* Normal Schools, owned, supported, and governed by the State for the State's service. For such only I resolved to labor.

Much depended on a right beginning. I knew that the common people would be more moved by one *practical fact* than by a bushel of metaphysics. I therefore wrote three enormously long lectures; namely, two hours each. In the first, I described minutely the Prussian State system, its studies, books, classifications, modes of teaching, government, rewards, punishments, &c., &c.; a perfect catalogue of interesting *facts.* In my second, I showed how this new system could be adopted in Massachusetts, and how it would affect every town, every school, and especially every family in the State: yes, I took it in my hands, and carried it from house to house, showing the parents how it would benefit their son John and their daughter Mary. In my third, I showed that all these great, practical Christian results could be realized *by establishing State Normal Schools*, and could not be realized without them; and therefore the proposed school-reform must begin with introducing such Normal Schools.

After much reflection, I concluded that my most direct and powerful auxiliaries would be *conventions.* Accordingly, without consulting any one out of my own house, I issued, under my own name, a circular to the inhabitants of Plymouth County, stating the objects I had in view, and describing the good effects produced in Germany by State Normal Schools; and then inviting the friends of school-reform to meet in Plymouth, in Court Week, and take action in the premises. I sent copies of this circular, printed on letter-paper, to each Board of Selectman, each School Committee, and each clergyman in the county; requesting clergymen to read it, on the next Sunday, to their people. Most of them read it. The circular was kindly noticed by the leading newspapers of the State. The large meeting-house of the First Parish in Plymouth was filled; and I opened the whole matter as clearly and strongly as I could, showing that the great work must begin by founding a State Normal School in Plymouth County. I invited the audience to catechise me as much as they could about my views and plans; and they did so. The audience warmed themselves up; and Ichabod Morton, Esq., deacon of the First Parish, rose and

said: "Mr. President, I am glad to see this day. The work is well begun: the mass of facts now presented to us so plainly, prove conclusively the inestimable value of teachers' seminaries. Mr. Brooks says he wants the first one established in the Old Colony; and so do I, sir; and I will give one thousand dollars towards its establishment."

I knew that the generous offer of this humble and pious man would do more for my cause than all my lectures; and I therefore secured a notice of it in every newspaper in Massachusetts. Thus my client, the Prussian stranger, began its journey from the Plymouth Rock.

Mr. Morton gave me the first right hand of fellowship; and, overflowing with zeal, he attended the next annual meeting of the "American Institute of Instruction," and after an earnest speech proposed the following: —

"*Resolved,* That a Committee be appointed to obtain funds by soliciting our legislature the next session, and inviting individual donations for the purchase of land, and the erection of the necessary buildings, and to put in operation a seminary to qualify teachers of youth for the most important occupation of mankind on earth."

This was equal to a three-hundred-pound Parrot gunshot in favor of educational reform.

For the numerous conventions I called, I always prepared the resolutions I wished to have passed; and they were generally passed unanimously.

In 1836 I gave public notice that I would lecture on the Prussian system of elementary instruction anywhere in the State, but, upon one condition, that I would not, under any circumstances, receive any compensation for my lectures or my travelling expenses. I kept this resolution inviolable, till I saw the legislature pass the vote establishing a Board of Education, *which, of course, secured Normal Schools,* and finished my work.

After my offer to lecture thus, invitations rushed in from every part of Massachusetts; and I commenced my missionary travels, and kept them up till 1838; having rode in my chaise over two thousand miles.

My mode of operation was this: To have a *convention* called to meet me in every place where I lectured; to have as long and warm debates as possible after each lecture, and then to pass the strongest resolutions I could write, and publish them in the newspapers.

When newspapers refused to publish gratuitously, I paid for the insertion. The whole county of Plymouth seemed to move at once; and I went from town to town, lecturing and debating, on an average, twice a week, and sometimes more. Once I lectured eight times in

one week. All religious denominations received me; and clergymen of differing sects invited me to exchange pulpits, because all their people could go to hear on Sunday. Having taken Christian culture for the basis of my system, I could set the Prussian ideas in their true Sunday light.

I kept up as constant a succession of articles in the newspapers as I could. There were a few papers that laughed at me as a dreamer wishing to fill a republican State with monarchical institutions. In the "Boston Daily Advertiser," then the leading paper in New England, a graduate of Harvard College, in the class of 1811, after caustic criticism, ridiculing the idea of Normal Schools, concluded his classic communication by representing me with a fool's cap on my head, marching up State Street, in Boston, at the head of a crowd of ragamuffin young men and women, who bore a banner with this inscription: "To a Normal School in the clouds." Mr. President, the writer of that article, and the editor of that paper, believed that the absurdity and ridiculousness of my attempts were truly represented by the State-street procession. Can we want better proof of the abysmal ignorance of that period upon that subject? But enough of my discouragements. Their name was "Legion."

Plymouth, Hingham, Middleboro', Scituate, Duxbury, Bridgewater, and Kingston took the lead in town action, in favor of Prussian Normal Schools in Plymouth County. New Bedford was wide awake from the start; and the week I staid there lecturing and debating filled me with hopes.

Some conventions passed eight or ten resolutions. But the four points noticed in nearly every convention were these: 1st, Deploring the low state of the public schools; 2d, Expressing a readiness for reform; 3d, Declaring a clear conviction that Normal Schools after the Prussian model would reform and vitalize the whole system of elementary education in the State; and, 4th, That the surplus revenue should be used for our public schools.

At the close of 1836, it was thought that Plymouth, Bristol, and Norfolk Counties were ready to petition the legislature for a Board of Education and Normal Schools.

The governor knew what we had been doing, but did not even mention our Normal-school plan in his inaugural message; yet acknowledged interrogatively our Board of Education, thus:—

"Whether the creation of a Board of Commissioner of schools to serve without salary, with authority to appoint a Secretary, on a reasonable compensation, to be paid from the school-fund, would not be of great utility?"

We were grateful for a little dew, though the State was ready for a copious shower; for six days after this speech, Jan. 10, the House of Representatives, by a unanimous vote, offered me their Chamber for the delivery, before them, of my two lectures on State Normal Schools! This showed the public pulse, and what the Prussian system had really done. This invitation was proposed by a member who was a stranger to me, and was as wholly unexpected as it was unsought. The whole heavens now seemed to me to be filled with rainbows. Public notices brought more to the State House than the Chamber would hold. I believe the Hon. Edmund Dwight got in. On that evening, I laid out all my strength, and suited my lecture to my audience as well as I could. Both lectures were kindly received; and the next week the newspapers through the State contained communications from the members of the legislature; some calling the new movement by funny names. I had a shower of invitations to repeat these lectures in different parts of the Commonwealth; and I went from Cape Cod to Berkshire, the only lecturer in the field.

While at Boston, I had the best opportunity of urging immediate action by the legislature of 1837; and the Committee on Education gave me a patient hearing. From what members of the Senate and House of Representatives told me, I felt it in my very bones, that the great questions of a Board of Education and Normal Schools were settled in Massachusetts, and, if settled here, then throughout New England. Mr. President, at that early time I felt the very same assurance that these blessed institutions would soon come into existence in the Old Bay State, as I now feel that the cursed institution of slavery will go out of existence in rebeldom.

The Plymouth-county Convention was held at Halifax, 24th of January, 1837. The circular I wrote convening it was very long; and printed copies were read from the pulpit; and every town, but two, was represented: some sent two delegates, some six, some sent all the clergymen, some the school committee. I prepared, by request, all the business, the resolutions, and the questions; also a draft of the petition to the legislature. The Convention was very large and intelligent; through a day discussed the vital topics with feeling and power, and voted unanimously to present the petition for Normal Schools, and requested me to attend to and defend it before the Committee on Education.

Mr. Ichabod Morton's resolution in the American Institute, to petition for the same things, was accepted: George B. Emerson, Esq., was appointed to draft the petition; and he wrote one, which, for comprehension of thought, force of statement, truth of reasoning, and

persuasiveness of spirit, could not be surpassed. It must have c. conviction to every reasoning mind. It does my heart good to thank, for the second time, this distinguished friend of education for his Normal-school petition. He has laid future generations among us under obligations to his personal labors as a teacher, and to his pen as a philosopher and Christian.

Feb. 28, 1837, Rev. Dr. Channing was moved to help us; and on that day, in a public address, he said: "We need an institution for the formation of better teachers; and, until this step is taken, we can make no important progress. An institution for training men to train the young would be a fountain of living waters sending forth streams to refresh present and future ages. We trust that our legislators will not always prove blind to the highest interest of the State."

The Board of Education was established by a vote of the legislature. On the 20th of April, 1837, it was approved by the governor; and, on the 29th of June, it was organized. This act was avowed to be prospective to State Normal Schools. Never was a heart fuller of gratitude to God than was mine. I felt that my work was done; for I had said in public and private, over and over again, that, if a Board of Education could be obtained, its first duty and interest would be to secure Normal Schools. Does not daylight in the east promise the coming of the sun?

I had proposed Hon. James G. Carter as the Secretary of the Board; but the choice fell on his rival, Hon. Horace Mann, who, on that day, was summoned to an unaccustomed calling. On that day he laid down his law-books, and took up his school-books; and what a scholar he made himself! Not a man in the commonwealth could have planned more wisely or executed more successfully. The record of his labors will be his everlasting monument.

He invited me to keep on lecturing about Normal Schools until they were secured. I told him *they were already secured*, and no power could stop them. I went through the State, lecturing on school-reform at Worcester, Springfield, Northampton, Deerfield, and many other smaller places.

Mr. Mann wisely adopted the system of county conventions. I requested him to appoint such a convention to meet at Hanover, Plymouth County, because I knew that Hon. John Q. Adams was at Quincy, and Hon. Daniel Webster at Marshfield; and I was resolved to secure their approbation of State Normal Schools. I invited them. Mr. Adams, in a very long letter, refused to attend, on account of his "ignorance of the subject." Mr. Webster said he would come, but, as he had a cold, would not speak. I was fortunate enough to get them

were there. They listened to our explanations in the morning and in the afternoon. We had a noble, characteristic speech from each. I took notes, and printed the speeches in a pamphlet, and sent a copy to every school committee and clergyman in the State, and also to each member of the legislature of 1838, before whom the question of State Normal Schools was to come. The distinguished orators emphatically approved of our labors, and hoped that Normal Schools would be established, not only in Massachusetts, but throughout the United States.

The Board of Education began by instituting a course of lectures to be delivered by different gentlemen in the House of Representatives, appointing their Secretary for the first lecture. They invited me to deliver the second, and requested me to speak on "Normal Schools and school-reform." My evening was the 25th of January, 1838. The newspapers reported my arguments for State Normal Schools; and the governor, who wrote the first Annual Report of the Board of Education, recommended, eight days afterwards, that the legislature should establish Normal Schools. Mr. Dwight gave ten thousand dollars for the purpose; and, on the 19th of April, the legislature accepted his patriotic gift, and established the first State Normal School on this continent.

My cup of joy was full; and the 19th of April, 1838, has ever since been a red-letter day in my memory. After the vote in the legislature was declared, a witty lawyer said to me, "Mr. Brooks, was it an accident, or was it by design, that you had your Prussian egg hatched on the 19th of April?"

One word more for my client, the school-system of Prussia, and I am done. The Prussian system, with its two central powers, a Board of Education and Normal Schools, was not known in New England when I first described it, in public, in 1835; but, on the 19th of April, 1838, Massachusetts, the banner State, adopted State Normal Schools by statute. Remembering well how the good leaven spread in 1835–8, I say it was the Prussian system which wrought out the educational regeneration of New England.

The beautiful fountain "Arethusa" sank under the ground in Greece, passed under the sea, and re-appeared in Sicily; but the Sicilians have never regretted the appearance of that foreign blessing among them.

# A LECTURE

ON A

## PROSPECTIVE SYSTEM OF NATIONAL EDUCATION FOR THE UNITED STATES;

CONSISTING OF

FREE SCHOOLS, FREE COLLEGES, AND FREE UNIVERSITIES.

*Delivered, by request of the School Committee, in the Town Hall of Medford, Mass., Oct.* 17, 1864.

MEDFORD, Oct. 3, 1864.

Rev. Charles Brooks.

Dear Sir, — The undersigned, a Sub-Committee appointed by the Board of School Committee of Medford, desire to express to you the great gratification with which we listened to the valuable and interesting outline of a Plan of National Instruction, presented and read by you at a recent meeting of our Board; and as the subject is one of vast importance to the future interests of our growing republic, and involves considerations of the weightiest moment to all the friends of education, we are anxious that greater publicity should be given to your views; and would therefore invite you, at your earliest convenience, to address a meeting to be convened for the purpose, before which your plan can be more fully laid, with such additions as your experience may suggest. A life devoted as yours has been to the cause of education, and so fruitful in practical and positive results, would seem to point to you as one eminently fitted to inaugurate this work; and we trust that your plan will so commend itself to the intelligence of our people as to lead to its adoption in every State.

With great respect we have the honor to subscribe ourselves,

Yours faithfully for the cause of Education,

John S. Barry,
Geo. M. Preston,
E. Boynton, Jr.,
*Of the School Committee of Medford.*

# LECTURE.

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THE Quarter Centennial Normal-school Celebration, July 1, 1864, unexpectedly brought before the public my labors for schools in 1835–38.

Since then, various requests have been made for me to give some account of my subsequent efforts in other States. This I should not have done, had not Prof. Agassiz, in his recent speech at Springfield, mentioned one of the points contained in a system of national education, which I drew up in 1839. Availing myself of so powerful an auxiliary, I would now state a few of the facts requested, merely to show the continuity in the steps of educational reform at that time.

State Normal Schools having been secured to Massachusetts in 1838, I commenced lecturing on Normal Schools and National Education in the other New-England States; and then in New York, New Jersey, Philadelphia, and Washington.

*New-York Evening Star, March* 18, 1839.

"It is with no ordinary gratification that we notice that the Philadelphia papers have just published a call for a 'National Education Convention' to be held in that city in November next. This movement was suggested by Prof. Charles Brooks, of Massachusetts, in his lectures recently delivered in that city. We trust the members of the Convention will come prepared to recommend a 'National System of Education' which will approve itself to the friends of freedom and humanity.

"At the annual meeting of the 'American Lyceum,' held in the city of New York on the 3d, 4th, and 6th of May, 1839, the following resolutions, proposed by Prof. Brooks of Massachusetts, were maturely considered, and unanimously adopted: —

"'*Resolved,* That it is expedient to hold a *National Convention,* for one week, in the HALL OF INDEPENDENCE, at Philadelphia, beginning on the 22d of November next, at 10 o'clock, A.M., for the purpose of discussing the various topics connected with elementary and popular education in the United States.

"'*Resolved,* That a committee of five be now appointed to request the governor (and, if in session, the legislature) of each State in the Union, to invite the friends of education in their State to attend the Convention.' — *Copy of Records.*"

It was my purpose to have the venerable John Quincy Adams preside in the National Convention. To my letter inviting him to do so, I received the following: —

QUINCY, 1st July, 1839.

Rev. CHARLES BROOKS.

MY DEAR SIR, — At the commencement of our Revolutionary War, there was a class of citizens, in the prime of life, volunteers in the service of their country, not enlisted soldiers, and known by the name of *Minute-Men;* so called from the principle of the association, which was, that every one of them should be ready at *one minute's notice* to march to any indicated point, to meet and repel the enemy.

I am, or ought to be, as every man of my age ought to be, a minute-man for the other world; and it is therefore impossible for me to contract for attendance at any meeting in this so far distant time as the 20th of next November. I cannot engage to meet you on that day in Philadelphia. Nor is it for me, for the same and for other reasons equally cogent, to take the lead in your laudable great national movement for the advancement of education, by presiding at the meeting.

If I can make my arrangements so as to be at Philadelphia on the 20th of November, I will cheerfully attend the meeting, and give its objects all my good wishes, and any assistance that may be in my power.

I am, dear Sir, faithfully your friend,

J. QUINCY ADAMS.

The Convention met. It was large, and composed of most distinguished men, from different parts of the Union, and was called "A Convention of Sages and Philanthropists."

The resolutions, prepared, discussed, and passed with entire unanimity, were the following: —

"Whereas the cause of popular education is one which should command the energy and zeal of every lover of his country, and which calls for the united action of the citizens of this republic; therefore,—

"*Resolved,* That the National Convention of the friends of education, now in session in Philadelphia, desire that an earnest appeal be made, in their behalf, to the people of the United States, in relation to this interesting cause, embodying the precepts contained in the Farewell Address of the immortal Washington, and the spirit of his compatriots of the Revolution.

"*Resolved,* That a memorial from this Convention to the Congress of the United States be prepared, asking an early appropriation of the Smithsonian legacy to the purposes of education, for which it was designed by the generous philanthropist whose name it bears.

"*Resolved,* That a memorial be prepared by the Convention to the Congress of the United States, urging upon that body the propriety of appropriating all, or a part, of the proceeds of sales of public lands for the purposes of education.

"*Resolved,* That a memorial be presented, on behalf of this Convention, to the legislatures of the several States of the Union, urging the establishment of the system of general education, whereby free and common schools may be made accessible to all, and that knowledge secured to the people which is the bulwark of social and political happiness, and freedom.

"And whereas it is most important to rally the friends of education throughout our widely extended country; therefore it is further—

"*Resolved*, That the governors of the several States be requested by this Convention to direct, in their messages, the attention of the legislatures to the state of popular education in their respective States; and also, that they officially promote immediate inquiry how the same can be improved.

"*Resolved*, That the National Convention, now in session in Philadelphia, recommend to the friends of education, in the several States of the Union, the holding of *State Conventions*, or the formation of *State Education Societies*, for the promotion of the cause of education by such means as may seem to them most suitable.

"*Resolved*, That a general Convention of the friends of education, to consist of delegates from State Conventions, lyceums, public bodies, connected institutions for education, or from regularly constituted public meetings of the friends of the cause, be held in Washington on the first Wednesday of May next.

"*Resolved*, That this Convention recommend to the several State Conventions to appoint delegates to the National Convention, to be held in Washington, and a Standing Committee, to correspond with the Committee of the National Convention.

"*Resolved*, That the President and Vice-Presidents of this Convention be authorized to appoint the requisite number of Committees, to consist of five members each, to prepare the address and memorials contemplated in the preceding resolutions.

"*Resolved*, That the proceedings of this Convention be signed by the President, Vice-Presidents, and Secretaries; and that the editors of the papers in the United States, friendly to the cause of education, be earnestly requested to give them an insertion in their columns."

Thus we see how fully this Convention of "sages and philanthropists" comprehended the sacred importance and vastness of their work; and how methodically and practically they took every efficient step to bring the great question, first before Congress and the people of the United States, then before each State, and finally before each town; and then proceeded to secure a full attendance at a second National Convention, to be held at Washington the next year, when Congress would be in session.

If I had had the drawing-up of the resolutions, and the appointing of the Committees, they could not have been more perfectly accordant with my suggestions and plans.

It was in this Convention that I was to bring forward the *System of National Education* which I had prepared. I have reason to believe it would have been received with the most friendly feelings; and that a Committee would have been chosen to examine it, and report at the May Convention in Washington.

It was to me the deepest regret that I could not attend the Philadelphia Convention of the 22d of November. The arrangement of the courses of lectures on Natural History, at the Sorbonne and Gar-

den of Plants, in Paris, compelled me to leave America, Sept. 9, 1839, in order to attend them. I wished to show to that Convention how a truly national system would be but *the natural consequence of the principles and methods we had adopted in Massachusetts;* and that a republic, where every citizen has equal rights, can give vitality and usefulness to a general system of free national education as no other power on earth can. This year of 1864 brings to my mind deeper and clearer faith that our re-organized and regenerated Union will be able to accomplish what no nation has accomplished since the Christian era. Our republic is to stand and flourish through more centuries than did the Grecian or Roman. The next hundred years will see two hundred millions of free and patriotic citizens within our borders. Five years from this time should see our National Constitution altered, and our National Government established upon the broadest and deepest foundation.

Is not now the time, therefore, to start the discussion of the great system of national education suited to our thousand years' life, and our nameless millions of inhabitants? Let us expand our minds to this great conception, and look at the matter from this angle. Let us plant, that others may reap. Some little, invisible, winged seed may fall on good ground, spring up, and bring forth fruit a hundred-fold.

I propose now to give a brief abstract of my system of democratic national education, and thus close the history of my labors in this department. I wished to address the Convention thus: —

All children by nature have equal rights to education. A republic, by the very principles of republicanism, is socially, politically, and morally bound to see that *all* the talent born within its territory is developed in its natural order, proper time, and due proportion; thus enabling every mind to make the most of itself. The republican State stands *in loco parentis* to every child, and is therefore bound to use all the means and capabilities sent by Heaven for its *highest* aggrandizement.

The question, then, is, How can our Union thus promote its own highest good? I answer, By the establishment of FREE SCHOOLS, FREE COLLEGES, and FREE UNIVERSITIES.

Extend the New-England idea of free schools, and the true democratic result is reached. It may be illustrated thus: The town says to every child born within its limits, "Go to the Primary School as soon as you are four years old; there you will find rooms, books, and teachers: use them all gratis; your parents need only clothe and feed you." When these children have been four years in the Primary

School, the town says to them, "Go up into the Grammar School; there you will find rooms, books, and teachers: use them all at our expense; your parents need only clothe and feed you." When these pupils have spent four years in the Grammar Schools, the town again says to them, "Go up into the High School; there you will find rooms, books, apparatus, and teachers: use them all gratis; your parents need only clothe and feed you." When these pupils have spent four years in the High School, and the *town* has done all it can for them, then the *State* says to them, "Go up into the College, and enter the department for which you are prepared; there you will find rooms, books, apparatus, and teachers: use them all gratis; your parents need only clothe and feed you." When these students have passed through four years of College instruction and discipline, the *United States* says to them, "Go up into the National University, and enter any department for which you can prove yourself prepared; there you will find rooms, books, apparatus, and teachers: use them all gratis; your parents need only clothe and feed you."

Thus following up the New-England idea of pure, republican, democratic education, I arrived at the necessity of free National Universities. To give a full description of the foundation, powers, character, uses, and utility of the two Universities of my plan, would take a small octavo volume. The abstract and outline I now propose to give will, I fear, be necessarily so brief and imperfect as to afford you but small satisfaction. Poor as they are, they are as follows: —

## Two National Universities.

These two Universities shall be the property of the citizens of the United States, and be under the control of the national government.

*Location.* — One of these National Universities shall be placed near the centre of that part of the republic which is this side of the Rocky Mountains. The other should be placed near the centre of that part of the republic which is on the other side of the Rocky Mountains. A hundred years would find them surrounded by a vast population. Twenty miles square of land should be appropriated to each; containing a mountain, a river, and a waterfall.

*Appropriation.* — Twenty millions of dollars should be appropriated to each as a beginning.

*Officers of Government and Instruction.* — There shall be a President, Vice-President, Professors, Tutors, and Assistants; all of whom, except the President, shall be teachers: and they shall assist the President in the daily government of the University.

*Governmental Supervision.* — Congress shall appoint, to each University, fifty gentlemen who are known to be most acquainted with the studies to be pursued. They shall be called the *University Board of Overseers;* and they shall determine the courses of study and the modes of government. Each member of the Board shall hold his office for ten years, after the expiration of the first ten years. Before the expiration of that time, five members shall annually retire, and five be chosen in their place. The Board shall present annually to Congress a minute report of the condition, wants, and prospects of the University.

*Elections.* — The Board of Overseers shall nominate to the Senate of the United States the gentlemen whom they wish to be elected as President, Vice-President, Professors, Tutors, and Assistants. When the Senate have chosen the candidate thus nominated, they shall report the name to the President of the United States for his approval or rejection.

*Candidates.* — The candidates for any office of teacher shall present themselves together before the Board of Overseers for examination, and shall there go through a *concours*, as in France, where each candidate is examined by his competitors and the Board; and the victorious competitor shall be nominated to the Senate.

*Course of Studies.* — In these National Universities shall be taught, by the most accomplished teachers, every thing which can make a great Christian nation healthy, learned, polished, heroic, powerful, prosperous, and good. The course of studies should be such as aim constantly at these results. The Universities must not be reservoirs only; they must be fountains. They must not only teach what is known, but be pioneers in discovering truths heretofore unknown and powers heretofore untried, and then reducing such new forces to their practical applications. They are thus to send new life and power into every college, workshop, and family in the land.

I must leave to others more competent the arrangement of studies, and shall content myself with merely naming a few of the departments of study; such as may give a glance at the magnitude and objects of my plan. The order in which I shall name them will be nearly accidental; and the necessary studies, not named, may be as numerous as those I record. I begin with,—

*Theology and Religion.* — The Universities shall furnish places for public worship and religious teaching to each Christian denomination. Theological professors and Christian preachers, in each denomination, shall be nominated, by their respective denominations, to the Board of Overseers, and then be elected and paid as other professors and teachers. These professors and teachers, in each sect, shall be the teachers

of the classes in their respective theological schools. Every thin these, bracing a complete theological and clerical education shall be taught to those who have dedicated themselves to the Christian ministry. Every such student shall have the fullest liberty of pursuing any of the different courses of theological and religious instruction allowed in the Universities.

Each undergraduate shall attend public worship on Sunday, and shall have liberty of selecting his religious teacher on that day.

While every Christian preacher shall be at liberty, on Sunday, to discuss in his sermons polemically any sectarian doctrine or creed, it is to be hoped he would benevolently study the ages and antecedents of his audience, and generally devote himself to explaining and enforcing man's duties to himself, to his neighbor, and to his God; and thus illustrate how purity, justice, holiness, benevolence, and piety make the soul grow in heavenly grace, and shape the immortal character; in other words, to strive to make the young like Abraham in faith, like Paul in labors, like John in love, and like Christ in every thing. "Deus et Christus: Ratio et Lux."

*Medical School.* — In this department shall be studied, by those preparing for the medical profession, anatomy, surgery, chemistry, botany, mineralogy, zoölogy, physiology, pathology, materia medica, and whatever else relates to the science of vital forces, disease and health.

*Natural History.* — All the branches of natural history to be taught and then illustrated by gardens of plants, museums of specimens in zoölogy, comparative anatomy, mineralogy, botany, &c. There should be a very large farm for teaching every part of agriculture; for trying the productiveness and value of all kinds of seeds which can be procured in the world; and also for the introduction and improvement of the best breeds of animals for labor and food.

*School of Practical Science.* — In this department shall be taught all the science that belongs to architecture, navigation, engineering, transportation of persons and things. The above studies to be illustrated from a collection of model machines, like the United-States Patent-office. Workshops for constructing machines and trying experiments in dynamics.

*Science*, whether it be natural, physical, mental, moral, mathematical, absolute, or abstract, should have its high place in the required course of studies; and in each department there should be such aids and means of illustration as the observatory furnishes to the astronomer. No money or labor should be spared in making the two observatories of our National Universities equal to any in existence. How much we now need the help of such a class of men, who would devote them-

verg to the science of climatology; and, after collecting authentic records from every part of the world, so classify and arrange the data as to evolve the laws which govern the weather during the earth's revolution round the sun.

*Law School.* — In this department the most extended legal education shall be required; embracing all the known branches and relationships of law, first in this country, and then in foreign countries and distant times; also *politics*, as a branch of legal science and national law, reduced to a system of justice and morality; also *government*, its science and character in all nations, and especially its nature, laws, and purposes in our republic.

*Military School.* — It should be mainly like West-Point Academy; and should be the means of introducing a drill exercise into all the classes of undergraduates.

*School of Fine Arts.* — Sculpture, painting, and music, with all their associated branches of study and labor, should be taught in their fullest developments; and galleries of sculpture, painting, engraving, &c., should be collected as aids and illustrations.

*Libraries.* — One million of dollars would be a small appropriation for commencing such a library as would be necessary for one National University. A catalogue *raisonné* of the books that should be studied in our Universities would fill a volume. This subject and others I have not mentioned, hoping that my plan for our great seminaries may be descried even amidst the brief and broken notices which I have given of topics of study and modes of procedure.

*Literature.* — All the results of learning, knowledge, and imagination which have been recorded, and which properly come under the head of literature, shall be taught *in extenso*. All languages, from the oldest Oriental to the most modern, which can illustrate for practical purposes the history of human progress, shall be taught from the best authorities in each; thus introducing logic and metaphysics, poetry and philosophy, history and fable, oratory and taste, to their appropriate spheres. The power which true classical learning has for quickening human thought, expanding national sympathies, and firing noblest ambition, should be carefully brought to bear upon every scholar in the Union.

*Lectures.* — When a teacher has finished his lecture, then should follow, under his guidance, a voluntary debate or discussion of the subject treated, by the whole class. A lecture should also be delivered by each member of a class, followed by a voluntary, extemporaneous debate on the topic treated. In these *semi-concours*, the presiding officer should do all he can to bring into powerful action all the available knowledge and skill of the class.

*Exploring Expeditions and Travelling Scholars.* — Corps of these, in every material department, must penetrate every quarter of the globe, and bring home descriptions or models of whatever will add to and enrich our institutions, laws, trade, arts, and agencies. They must form scientific, literary, and educational alliances with the great institutions of other countries, and strive to bring into general favor the simple and all-powerful plan of God for universal culture.

*Review of Studies.* — In every department of study, the students shall review their lessons very often; and the marks of relative rank, given by the examining teacher after these recitations, shall be counted as the highest in value.

*Annual Examination.* — Near the close of each academical year, all the undergraduates shall be examined with searching scrutiny by the Board of Overseers, who may call to their aid other scholars in the country, who are distinguished for their attainments in particular branches of learning. The results of these examinations are to make part of the annual report to Congress, and also a part of the marks by which the relative rank of each scholar shall be determined at the end of the year.

*Degrees.* — These being signs, no undergraduate should receive the sign until he has proved, under examination, that he possesses the thing signified. The diploma should designate the department and the relative rank of the graduating student. To decide this rank, the marks of the last year shall be counted, and then the marks of the last annual examination, and then those of the final *concours*. He who has the highest number from all these shall receive DIPLOMA No. 1; he who has the next highest number shall receive DIPLOMA No. 2; and so on, through the two or three thousand who may graduate. If any in the class fail to reach the lowest number entitling a student to a degree, they shall leave the University without any recommendation.

I had hoped to extend this programme much farther; but have concluded, that, the more I added, the more I should be dissatisfied with it; and, as my dissatisfaction is already enormous, I conclude to stop.

I may be allowed here most emphatically to forbid that the defects, omissions, or inconsistencies of these details shall be quoted *against* my fundamental principle and general idea of National Universities. I believe the fundamental plan is a practical, patriotic, humane, and Christian plan; and that wiser men and better scholars may be found who can fill up philosophically and harmoniously the details.

The infant of to-day may live to see two hundred millions of free, intelligent, and happy republicans occupying the territory owned by

the United States. National Universities are absolutely necessary for such a country as Heaven has destined ours to be. The Anglo-Saxon blood on this side of the globe must peacefully conquer and educate the other races. It is our destiny, and *we must fulfil it.* The Universities here must be as much above and beyond England's Oxford and Cambridge, as those institutions are larger than our rural colleges. "Westward the course of empire takes its way." New States are steadily coming into our Union; and it is of measureless importance to them that they begin wisely and nobly. When the time comes to alter our National Constitution in four important points (making free national education one of those points), and we then start forward on a career of light, liberty, and power unexampled in history, then we shall see the value of gigantic forces, which can properly educate rising generations, direct public opinion, begin great enterprises, and stamp them all with the seal of universal republicanism and pure Christianity.

Greece and Rome were great in war, arts, and letters. We are to be great for centuries in peace, science, civilization, wealth, letters, and religion. We are to rule with the quadrant and the plough, the steam-engine and the loom, the telescope and the microscope, the spelling-book and the Bible. Our Universities will build a school-house in every village between Baffin's Bay and Cape Horn.

The dangerous rush of pupils to these Universities, which my plan may seem to favor, can be fully and for ever prevented, and the law of demand and supply have its conservative and discriminating control. The terms of admission may bar the doors to all but those who should enter.

Hoping that the time may soon come when sound philosophers, true patriots, and good Christians, will examine the momentous subject here proposed, without any regard to my view of it, I will close my remarks upon it, with a brief mention of some of the reasons for adopting National Universities.

1. *They are strictly democratic.* — They are for the people, and the whole people alike, wholly regardless of sects in religion and parties in politics; while they have special and unlimited regard to our common humanity and common citizenship. They are places where every youth in the United States, who is endowed with extraordinary talent, may find all the helps he needs to prepare himself for becoming the great benefactor of his country and his race.

2. *They are promoters of fraternal and political union.* — The two Universities will grasp hands on the top of the Rocky Mountains, and hold the entire population in one united and fraternal whole. The undergraduates, coming from all parts of our wide and widening coun-

try with a common aim, a common interest, and a common hope, will, in four such years, as naturally fraternize as contiguous drops of water melt into one.

3. *They send healthy agencies to colleges and schools.* — As is the teacher, so is the school. From their Normal-school department, our Universities will send forth purposely prepared teachers, who will raise the standard of popular education, and organize a system of national elementary instruction. They will also prepare instructors for the highest offices in our colleges.

4. *They are just, benevolent, and prophetic.* — Just to ourselves; for they are what we owe to our history, to our capabilities, and to our hopes. Benevolent to others; for they are what the poor and unfortunate and friendless may use for their highest good. Prophetic; for they may open a future of honor and success which no imagination now can grasp.

5. *They are the index of American character.* — This is the culminating point, — the Alpha and Omega of the whole system. Our Universities must feel it to be their paramount duty and honor to hold up before all people the highest type of individual and national character which can be attained on earth; thus attracting Europe, Asia, and Africa to imitate our example.

Take an illustration in trade. How worthy and useful would it be for our Universities to attempt to persuade all nations to adopt a system of uniform weights, measures, and currency!

Take an example in government. How benevolent and politic would it be in us to persuade all nations to appoint a congress of nations, who should settle a code of international law; and then appoint a grand jury of the world, before which all international disputes shall be brought, tried, and finally settled! thus for ever putting an end to the unjust, unchristian, and bloody arbitrament of war.

Thus ends my first plan for an American system of Free Schools, Free Colleges, and Free Universities. It is founded on the broadest basis of pure democratic republicanism; and it is to be carried into effect by the united wisdom of a rich, powerful, intelligent, and Christian people.

Shakspeare says: —

> "Doubt not but success
> Will fashion the event in better shape
> Than I can lay it down in likelihood."

CHARLES BROOKS.

West Medford, March 31, 1864.

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